



# Slater-Marietta Elementary School



## School Portfolio

**Scope of Strategic Plan: 2018-19 through 2022-23**  
Annual Update for 2019-2020

### **Slater-Marietta Elementary**

100 Baker Circle ~ Marietta, SC 29661

Phone: 864-355-2000

"Honoring the Past, Building the Future!"

*George Champlin, Principal*

*Dr. W. Burke Royster, Superintendent*

**Greenville County Schools**

# SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Slater Marietta Elementary

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (one year)

## Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

## Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

### SUPERINTENDENT

|                      |  |                |
|----------------------|--|----------------|
| Dr. W. Burke Royster |  | April 13, 2021 |
| PRINTED NAME         | SIGNATURE  | DATE           |

### PRINCIPAL

|                    |   |                |
|--------------------|---|----------------|
| George S. Champlin |  | April 13, 2021 |
| PRINTED NAME       | SIGNATURE   | DATE           |

### CHAIRPERSON, BOARD OF TRUSTEES

|                           |  |                |
|---------------------------|--|----------------|
| Mrs. Lynda Leventis-Wells |  | April 13, 2021 |
| PRINTED NAME              | SIGNATURE  | DATE           |

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

|                 |  |           |
|-----------------|--|-----------|
| Chris McCarrell |  | 4/12/2021 |
| PRINTED NAME    | SIGNATURE  | DATE      |

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

|               |  |           |
|---------------|--|-----------|
| Elizabeth Nix |  | 4/12/2021 |
| PRINTED NAME  | SIGNATURE  | DATE      |

SCHOOL ADDRESS: 100 Baker Circle, Marietta, SC 29661

SCHOOL TELEPHONE: (864)- 355 - 2000

PRINCIPAL E-MAIL ADDRESS: gchampli@greenville.k12.sc.us

## **Stakeholder Involvement for School Renewal**

| <b>Position</b>   | <b>Name</b>     |
|---|-----------------|
| 1. Principal  | George Champlin |
| 2. Teacher  | Greg Patton     |
| 3. Parent/Guardian  | Tasha Cisson    |
| 4. Community Member                                       | Terry Eihl      |
| 5. Paraprofessional                                       | Dawn Caldwell   |
| 6. School Improvement Council Member                      | Chris McCarrell |
| 7. Read to Succeed Reading Coach                          | Elizabeth Nix   |
| 8. School Read To Succeed Literacy Leadership Team Lead   | Elizabeth Nix   |
| 9. School Read To Succeed Literacy Leadership Team Member | Jenna Key       |

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

\*\* Must include the School Literacy Leadership Team for Read to Succeed

## **School Literacy Leadership Team for Read to Succeed**

| <b>Position</b>                 | <b>Name</b>            |
|---------------------------------|------------------------|
| <i>Administrative Assistant</i> | <i>Candice Stanton</i> |
| <i>Instructional Coach</i>      | <i>Jenna Key</i>       |
| <i>School Counselor</i>         | <i>Kristin Krinock</i> |
| <i>Literacy Coach</i>           | <i>Elizabeth Nix</i>   |

**Early Childhood Development and Academic Assistance Act (Act 135) Assurances**  
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

|   |  |
|---|--|
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Academic Assistance, PreK–3</b><br>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).  |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Academic Assistance, Grades 4–12</b><br>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).  |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Parent Involvement</b><br>The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Staff Development</b><br>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.  |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Technology</b><br>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Innovation</b><br>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.  |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <b>Collaboration</b><br>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).   |

|   |   |
|---|---|
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <p><b>Developmental Screening</b></p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <p><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <p><b>Parenting and Family Literacy</b></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p> |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> N/A | <p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>  |

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## Introduction

Slater-Marietta's portfolio serves to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Our portfolio is a living document that describes Slater-Marietta and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our action plan for the purpose of increasing student learning-our ultimate outcome.

The school and community members were invited to participate in developing the narrative for our plan. Staff meetings, grade-level planning, the Parent-Teacher Association (PTA) meetings, and the School Improvement Committee (SIC) are all used to communicate the results of research data and to generate ideas about integrating the school's vision across the curriculum. PTA meetings, teacher web sites and weekly newsletters communicate pertinent information to the community.

| Core Task Team                     | Role  | Stakeholder Involvement   |
|------------------------------------|---|---|
| School Profile                     | Describe Slater-Marietta and the special features of our campus                         | W. Looper, M. Gregg, R. Bowns, M. Lindsey                                   |
| Mission, Vision, and Beliefs       | Explain why we do the things we do  | G. Champlin, M. Nelson, G. Roberts, J. Kelly, A. Sanders, T. Eihl, S. Catoe |
| Student Achievement                | Analyze academic data and track trends over time. Provide input for Action Plan         | G. Champlin, A. Sanders, L. Hardy, D. Dunlap                                |
| Teacher and Administration Quality | Target a goal with strategies that promotes student achievement                         | Cagle, J. Childs, G. Patton, J. Key, C. Stanton, G. Champlin                |
| School Climate                     | Analyze survey results. Provide input for Action Plan                                   | L. Mlay, K. Greene, A. Fortune, J. Hill, B. Lee, K. Krinock                 |
| Action Plan                        | Document strategies and timeline for continuous improvement                             | D. Seyffert, C. Stanton, E. Nix, C. Isbell, J. Hill, J. Key                 |
| Challenges and Accomplishments     | Describe endeavors that document success. Define problems and offer possible solutions. | Stanton, J. Key, K. Rawson, L. Mlay   |
| Professional Development           | Provide a Professional Development focus based on teacher input and tracked data.       | J. Key, C. Stanton, E. Nix, S. Bennett                                      |

# **Executive Summary**

This section is comprised of data describing our school profile. We interpreted and analyzed the demographics of our local community and student population. As part of an ongoing effort to identify Slater-Marietta's strengths and weaknesses, data was collected from various sources such as test scores, surveys, and the NSSE (National Study of School Evaluation).

## **Student Achievement**

The student Learning Data section examines data over a period of 5 years in order to adjust strategies to improve student achievement. Presented in this section are findings from the data used. The assessments used include:

- PALS – Four year old Kindergarten
- KRA – Five year told Kindergarten (Initial Benchmark used for planning of differentiated instruction through the year)
- FastBridge – K5 through Second Grade
- IOWA/Cog-At – Second Grade
- SC READY (ELA and Math) – Third through Fifth Grade
- SCPASS (Social Studies and Science) – Fourth and Fifth Grade
- MAP Testing – Second and Fifth Grade
- TE.21 MasteryConnect Benchmark Assessments – First through Fifth Grade
- Standards Based Common Formative Assessments – K5 through Fifth Grade
- Fountas and Pinnell Benchmarking Assessment – K5 through Fifth Grade

### **SC READY 2017 Results:**

ELA – 40%

Math – 39.7%

### **SC READY 2018 Results:**

ELA – 35.3%

Math – 49.3%

### **SC READY 2019 Results:**

ELA – 48.7%

Math – 59.2%

## **Needs Assessment for Teacher and Administrator Quality**

- 2 Administrators
- 35 Teachers
- 25 Support Staff
- 60% of the teachers have earned a Master's Degree
- 1 Teacher has National Board Certification
- 100% of teachers hold "Highly Qualified" Status



## **Needs Assessment for School Climate**

- The students saw the strengths of Slater-Marietta's climate to be one where the teachers care about the students, they expect good behavior and work, and the school is safe and clean.
- The students felt the areas to improve are student behaviors in the classroom.
- Parents felt the strengths of the school climate are a safe learning environment and facilities to support learning.
- Almost all parents are satisfied with the learning, social, and physical environment as measure by the State Report Card Survey, but feel there is room for improvement in home/school relationships.

## **Significant Challenges from the past 3 years**

- Unmet physical and/or mental health needs
- Lack of early childhood stimulation
- Lack of resources and/or support from home
- High number of absences and/or tardies
- Lack of sleep, adequate nutrition, and general care

## **Significant awards, results, or accomplishments for the past 3 years**

- 2019 – Absolute Rating of “Good” on our school report card
- 2019 – Slater received the Palmetto Silver
- Slater-Marietta Certified Green Steps School
  - “Trout In the Classroom” awarded by Trout Unlimited and the SCDNR
- Cliff's Valley residents volunteered around 3,000 hours
- Curriculum-based PTA Events
  - *S.T.E.A.M. Nights*
  - *Literacy Nights*
  - *Math Nights*
- Spring Sing participants
- Safe Kids Safe School Awards
- Smart Arts Program for the Metropolitan Arts Council
- Operations Employee of the Year (2016-2017)
- After School Programs
- North Greenville University's Professional Development School
- Terrific Kids Program
- Certified Wildlife Habitat
- “Muddy Sneakers” School

# **SLATER-MARIETTA ELEMENTARY SCHOOL PROFILE**

## ***Honoring the Past, Building the Future!***

### **Community Characteristics**

Slater-Marietta is a K4 to fifth grade elementary school located in northern Greenville County in the city of Marietta, South Carolina. The current school facility, built in 2003, consists of 28 regular classrooms as well as one computer lab, science lab, music room, art room, media center, cafeteria, and a breezeway that attaches the original gymnasium. The student attendance rate of 94.9% is an average for our school. We currently have approximately 410 students in attendance.

Slater-Marietta serves all children in the four rural towns of Marietta, Slater, Cleveland, and the unincorporated areas of Travelers Rest. The primary industry of the immediate area is textiles. Several sewing plants, commercial farms, and smaller business are located in the area.

The majority of the students enrolled come from the community that thrived during the textile era. Changing industry, unemployment, poor housing conditions, limited education, and dependence on assistance programs have affected many families. The demographics reflect a range from low to middle socioeconomic levels. About one quarter of the students come from single parent homes, over a third of the parents did not complete high school and around 50% are high school graduates.

The demographics of Slater-Marietta Elementary indicate there is an overwhelming need for parental involvement in the development of parenting skills, in the students' education and positive school/parent communication techniques. Slater-Marietta was a Title 1 school from 2009-2017. Slater-Marietta lost Title 1 funding the summer of 2017. Our school guidance counselor and social worker also contribute to our community involvement. An adult continuing education facility is located in the neighboring Slater Hall to help parents complete their education by earning a GED.

### **The Staff of Slater-Marietta Elementary**

Slater-Marietta benefits from the knowledge of experience teachers combined with the enthusiasm and idealism of young teachers. Our highly-qualified and dedicated teachers and staff are committed to the students of Slater-Marietta Elementary

#### **School Leadership**

George Champlin is the principal of Slater-Marietta. Mr. Champlin began his career as an assistant principal for 8 years at Heritage Elementary School. Mr. Champlin has served as an elementary school principal for five years, all at Slater-Marietta.

Candice Stanton is the Administrative Assistant at Slater-Marietta. She joined the faculty at the start of the 2014-2015 school year. Mrs. Stanton served at Thomas E. Kerns Elementary as an Instructional Coach for 5 years before joining the Slater-

Marietta staff. Mrs. Stanton has a Bachelor's Degree from Clemson University, a Masters Degree in Education from Converse College, and an Educational Specialist Degree in Administration from Converse College.

Jenna Key is our Instructional Coach and joined the staff at Slater-Marietta in 2017. She graduated from North Greenville University earning her bachelor's degree in Elementary Education and then from Clemson University earning a Masters in Teaching and Learning with an Emphasis on English as a Second Language.

Kristin Krinock, our counselor, attended Nova Southeastern University and received a B.S. in Psychology and a M.Ed. in Elementary School Counseling from Clemson University. She is also a member of the Palmetto State School Counselors Association. Mrs. Krinock worked at Greenbrier Elementary full-time for 4 years and then part-time between Greenbrier and Plain Elementary for 2 years before coming to Slater-Marietta.

### **School Personnel Data**

There are twenty-eight teachers at Slater-Marietta Elementary School who are highly qualified according to the No Child Left Behind Act of 2002. According to the State of South Carolina Annual School Report Card for 2019, Slater-Marietta has 50% of teachers with advanced degrees, 78.6% continuing contract teachers, and 80.8% returning from the previous year. Teacher attendance in our school is 95.1%. The average professional development days per teacher are 12. Slater-Marietta has a faculty consisting of: principal, administrative assistant, 16 classroom teachers in grades 4K-5<sup>th</sup>, 1 special education class, 2 full-time teachers of special education, a part-time teacher who serves the gifted and talented students, a speech pathologist and one ESOL teacher. All two kindergarten and K4 classes have paraprofessionals. We also have an art teacher, music teacher, physical education teacher, media specialist, and two part-time interventionists, and a speech teacher. The school personnel are also comprised of a Guidance Counselor, Instructional Coach, full time nurse, attendance clerk and secretary.

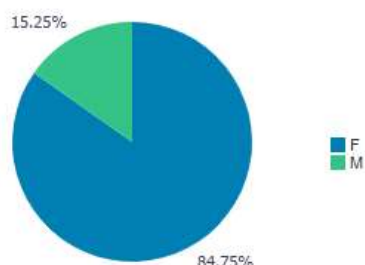
Our teachers have a wide range of teaching experience. Twenty-four percent of our teachers have been teaching less than 10 years. Forty-one percent of teachers have in excess of 20 years' experience in the classroom. One teacher hold National Board Certification. Most of the teachers are certified in either Early Childhood or Elementary Education, and some hold multiple certifications.

## Classroom Environment

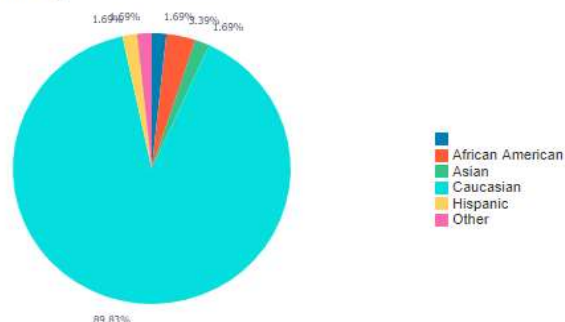
|   | Our School | Change from Last Year |
|---|------------|-----------------------|
| Total Number of Teachers  | 28         | Down from 31          |
| Percent of teachers with advanced degrees                             | 50.0       | Down from 61.3        |
| Average teacher salary  | \$55,888   | Down from \$56,591    |
| Percent of teachers on continuing contract                            | 78.6       | Down from 90.3        |
| Percent of teachers returning from previous year - current year       | 80.8       | Up from 76.7          |
| Percent of teachers returning from previous year - three year average | 83.7       | Down from 84.7        |
| Percent of teacher vacancies for more than 9 weeks                    | 0.0        | No change             |
| Percent of inexperienced teachers teaching in core classes            | 10.5       | Up from 0             |
| Number of inexperienced teachers teaching in core classes             | 2          | Up from 0             |
| Percent of out-of-field teachers teaching in core classes             | 0.0        | No change             |
| Number of out-of-field teachers teaching in core classes              | 0          | No change             |

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

### Staff by Gender



### Staff by Ethnicity



## Mentoring Program for New Teachers to Slater-Marietta

Slater-Marietta Elementary has a new teacher mentoring program in place. When a new teacher is hired, they are assigned a mentor. The mentors' duties include instructional, procedural, emotional, managerial, parental, and personal support. Each mentor and new staff member meets monthly to review specific needs.

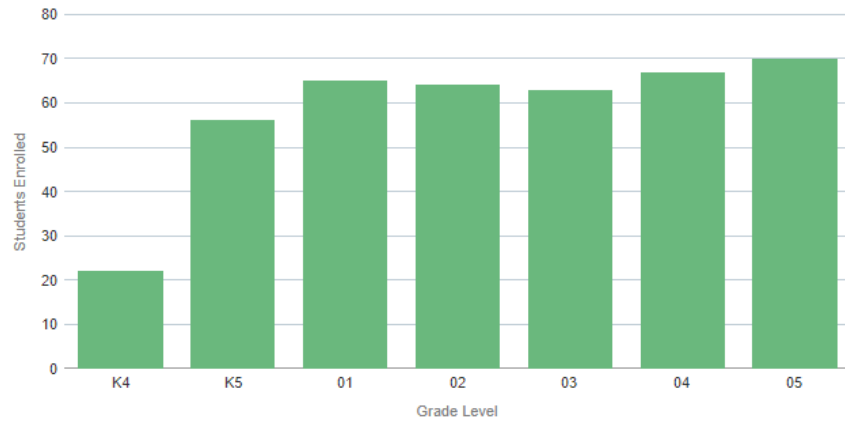
## Student Population

Currently, 407 students are enrolled at Slater-Marietta in K4-5<sup>th</sup> grade. According to PowerSchool, the ethnic distribution of our school includes: 7.1% Hispanic/Latino, 83.8% White, 2.7% African American, 5.4% multiracial, and 0.5% Asian. Though many of our students are driven to school or walk, students are also transported to school on four regular education busses, one special education bus and local day-care facilities. The student attendance rate is 94.9%. The school's

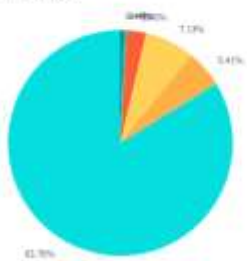
retention rate is 2.6%. The percent of students served by Gifted and Talented is 12.8%. Students classified with disabilities other than speech is 21.9%. 3% of students qualify for ESOL (English for Speaker of Other Languages). 15% of students attend Speech.

**Membership by Grade Level**

| GradeLevel  | Members | % of Total |
|-------------|---------|------------|
| K4          | 22      | 5.4%       |
| K5          | 56      | 13.8%      |
| 01          | 65      | 16.0%      |
| 02          | 64      | 15.7%      |
| 03          | 63      | 15.5%      |
| 04          | 67      | 16.5%      |
| 05          | 70      | 17.2%      |
| Grand Total | 407     | 100.0%     |

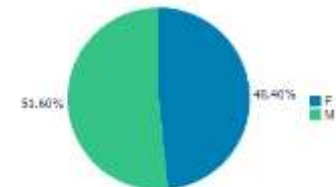


**Students by Ethnicity**

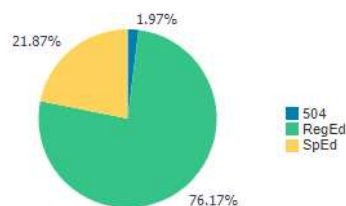


American Indian or Alaska Native  
Asian  
Black or African American  
Hispanic/Latino  
Two or More Races  
White

**Students by Gender**



**Students by Education Status**



504  
RegEd  
SpEd

## **Academic and Behavior Features**

The teaching staff at Slater-Marietta Elementary School continually seeks opportunities to strengthen our practice. Slater-Marietta Elementary was excited to partner with Greenville County Schools, The Cliff's Communities and our PTA to provide a Chromebook to all students from 2<sup>nd</sup> through 5<sup>th</sup> grades. This initiative continues to allow us to teach our students how to use technology as an instruction tool from a very early age. Specific emphasis is also being directed toward looking at each standard individually and teaching with increased rigor.

### *Balanced Literacy:*

In June 2012, our faculty received training in Balanced Literacy model founded by renowned literacy experts Irene Fountas and Gay Su Pinnell. This systematic approach to literacy includes teachers instructing students in whole group, small groups, and individually. Teachers match books and texts to students at their levels, making instruction more individualized and meaningful.

### *Response to Intervention (RTI):*

Due to the changes in the federal IDEA laws for identifying students for placement in a special education class, the Greenville County School District has developed a Response to Intervention plan to help remediate at-risk students before they fail and provide a more accurate identification of students with learning disabilities. Identification of students in 5K is done with the FastBridge Assessment which is given in the fall. Students in 1<sup>st</sup> are identified using the benchmarking system through Leveled Literacy Intervention. Those students identified are served until results of ongoing progress reports show that they are no longer in need of intervention help. RTI is fully implemented this year, in reading, for Kindergarten through First Grade.

### *Team Planning:*

Teacher collaboration is essential to creating a pervasive, consistent, and rigorous curriculum. Our grade level teams have five common planning times each week that are used for team planning. Through the use of common assessments, grade levels monitor and discuss student progress and adjust plans as needed. Plans are written through a backwards planning format using Learning Focused unit planning.

### *Technology:*

We believe technology is a valuable tool to help students learn. Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard). Teachers also have access to Promethean items such as ActivExpressions and ActiVotes

which help to engage learners in academic tasks by letting them remotely answer questions through selecting a multiple choice answer or texting a response.

Slater-Marietta became 1:1 in the 2018-2019 school year. All students in Grades 2-5 received their own Chromebooks. Teachers will receive training on how to implement these devices in the classroom and how to provide instruction using these devices.

Located in the media center is a Chromebook cart consisting of 28 Chromebooks. This is available for checkout to all of the classes in the school. The school is moving towards the use of Google Apps in the classroom, such as Google Classroom, Google Drive, and Google Slides. Many computer programs are used to aid student achievement. For younger students, Raz-Kids is available for academic growth. This is a program designed to increase reading performance through leveled reading activities. For the students in the older grade levels, IXL is available. This program targets the subjects of language arts, math, social studies and science and provides a host of leveled activities for each academic area.

### Character Education

Building character is an essential component in becoming responsible citizens. Our guidance counselor spends time teaching character education lessons using the 7 Habits of Happy Kids in each teacher's classroom once a month. We also support character education programs, such as Terrific Kids.

### Extra-Curricular Activities

Upper elementary students who have demonstrated responsible behaviors, both academically and in character, have the opportunity to participate in extracurricular activities. Our fifth grade students create and produce our news morning show with the help of our challenge teacher and media specialist. This morning show gives students the opportunity to showcase their talents along with giving them responsibility outside of the classroom. Additional activities include:

- Chorus
- Safety Patrols
- Soccer Club

### Coordinated School Health

At Slater-Marietta, we are dedicated to keeping our students and staff safe and healthy. Our school participates in the Coordinated Approach to Child Health (C.A.T.C.H.) and the Safe Kids Upstate programs. Starting with the 2013-14 school year, we became a culinary school and established a wellness team to promote healthy choices for both students and staff. Our safe and healthy programs and initiatives include:

- Safety Patrols

- Red Ribbon Week
- Field Day
- Jump Rope for Heart (American Heart Association)
- Go-Slow-Whoa foods in the cafeteria

### Academic Excellence

We feel it is important to encourage and celebrate academic excellence with our students. Our academic programs and initiatives include:

- MasteryConnect using the Te.21 test - This is given three times throughout the year to provide the teachers and school with data on their academic achievements.
- Quarterly academic and attendance awards
- American Education Week Celebration

### Parent Involvement

Parents are of vital importance to us and we grow and nurture their children. We feel a strong relationship is necessary for student success. Our parenting programs reflect the needs expressed to us by our parents and include:

- Math, Science and Literacy nights
- Parent Volunteer Program

### OnTrack Initiative

During the 2018-2019, Slater will be implementing the OnTrack approach to support all students' attainment of knowledge, skills, and characteristics for career and college readiness. The OnTrack Team is intended to address the needs of all students.



## **Mission, Vision, and Beliefs**

### *Mission Statement of Slater-Marietta Elementary School*

Slater Marietta Elementary provides a quality education to build responsible, productive citizens, and future leaders.

### *Vision*

We envision our children to become productive and responsible citizens who have been socially and academically prepared to tackle the challenges of their lives and be collaborative learners, engaged students and productive citizens. To achieve this goal, the school climate and classroom environments will be structured so that students will be encouraged to foster positive constructive relationships with their peers that will allow them to work together and attain academic success. This will lead students towards being highly engaged in their work and developing a personal interest in producing quality products in multiple mediums that focuses on established curriculum. Finally, this will empower Slater-Marietta students to actively participate in a positive and productive manner during their elementary education years and beyond.

### *Beliefs*

We believe:

- All students can learn.
- All students can learn best in a safe, nurturing environment that is supportive and inviting.
- All students should be active participants in the educational process, and assume increased responsibility for learning and problem solving.
- All students can be productive life-long learners with the support of their home, school, and community.
- All students have the right of equal access to educational opportunities.
- All students' education includes social, emotional, intellectual, emotional, physical, and character development.

# Data Analysis and Needs Assessment Student Achievement

Slater-Marietta relies on test scores from the SC Ready State Assessment, Palmetto Assessment of State Standards (PASS), Measuring Academic Progress (MAP), TE21 through MasteryConnect, and the Iowa Basic Skills (ITBS) Test to assess student achievement. Slater-Marietta sets high achievement expectations for our students. We are committed to NCLB guidelines. We want to continually improve student performance on standardized tests.

## Student Achievement Needs Assessment

### **SC READY ELA 2018-2019**

School

48.4% (91 / 188)



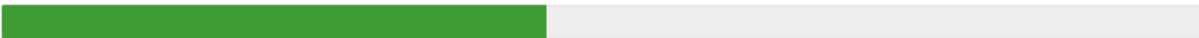
District

54.7% (19022 / 34794)



State

45.4% (159686 / 351481)



Based on 2018-2019 SC READY ELA:

#### 3<sup>rd</sup> Grade

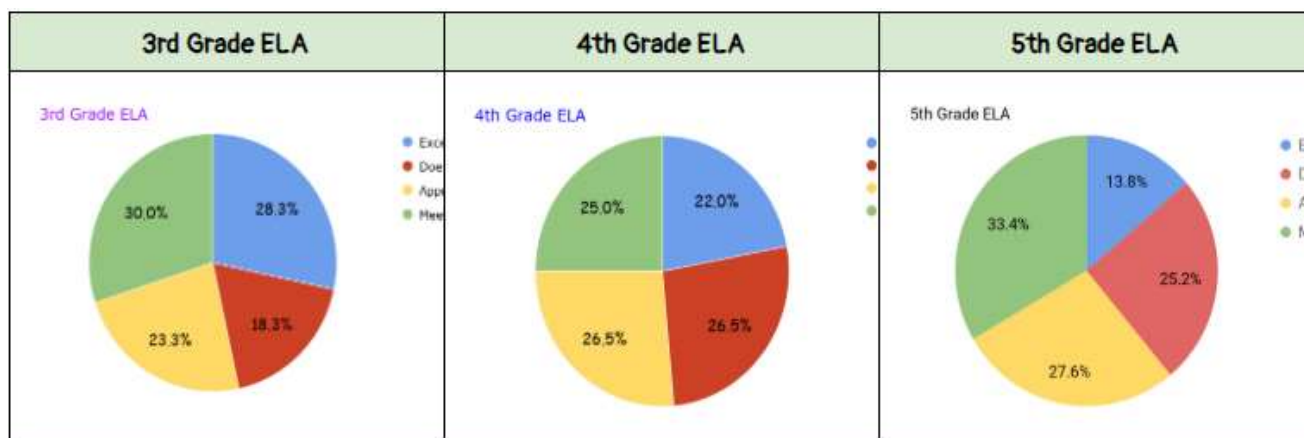
- 18.3% Did not meet expectations
- 23.3% Approached expectations
- 30% Met expectations
- 28.3% Exceeded expectations

#### 4<sup>th</sup> Grade

- 26.5% Did not meet expectations
- 26.5% Approached expectations
- 25% Met expectations
- 22% Exceeded expectations

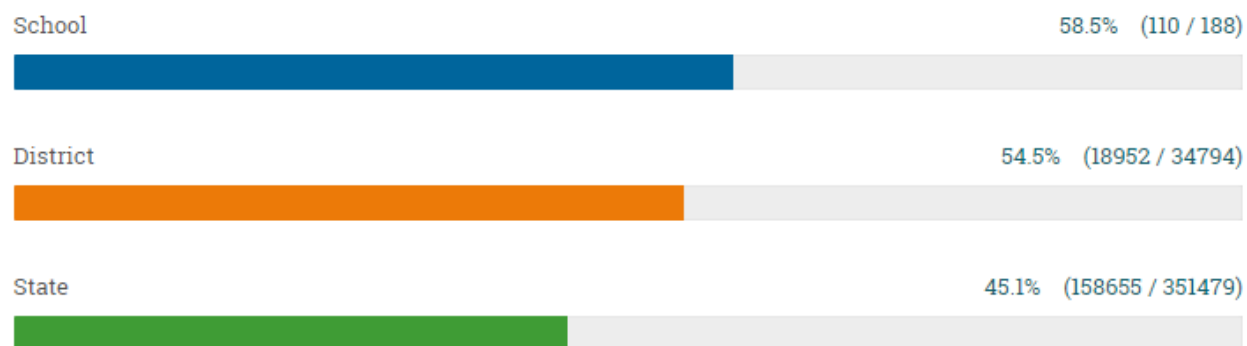
#### 5<sup>th</sup> Grade

- 25.2% Did not meet expectations
- 27.6% Approached expectations
- 33.4% Met expectations
- 13.8% Exceeded expectations



### **SC READY Math 2018-2019**

#### Mathematics - [Percent Met or Exceeding](#)



Based on 2018-2019 SC READY Math:

#### 3<sup>rd</sup> Grade

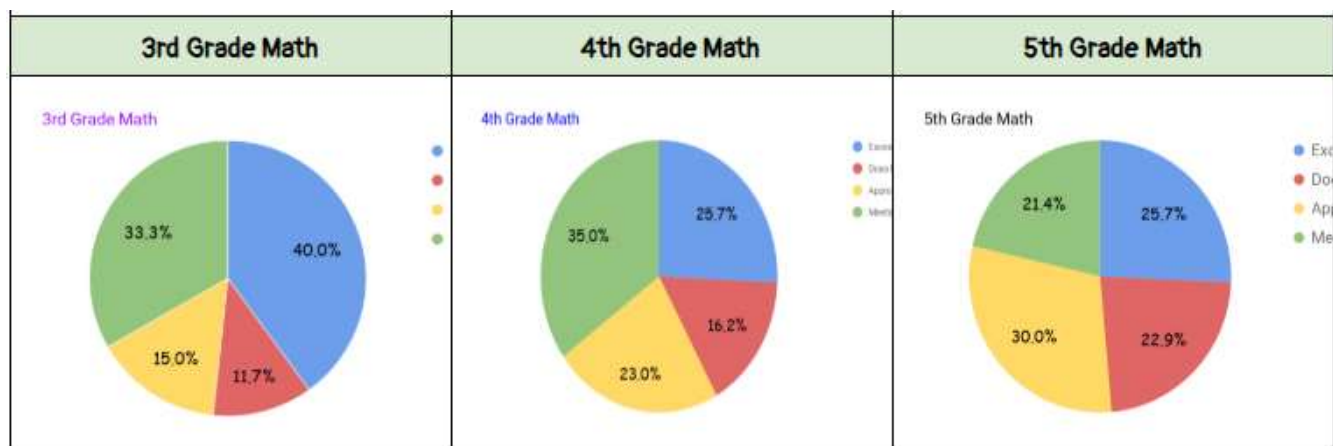
- 11.7% Did not meet expectations
- 15% Approached expectations
- 33.3% Met expectations
- 40% Exceeded expectations

#### 4<sup>th</sup> Grade

- 16.2% Did not meet expectations
- 23% Approached expectations
- 35% Met expectations
- 25.7% Exceeded expectations

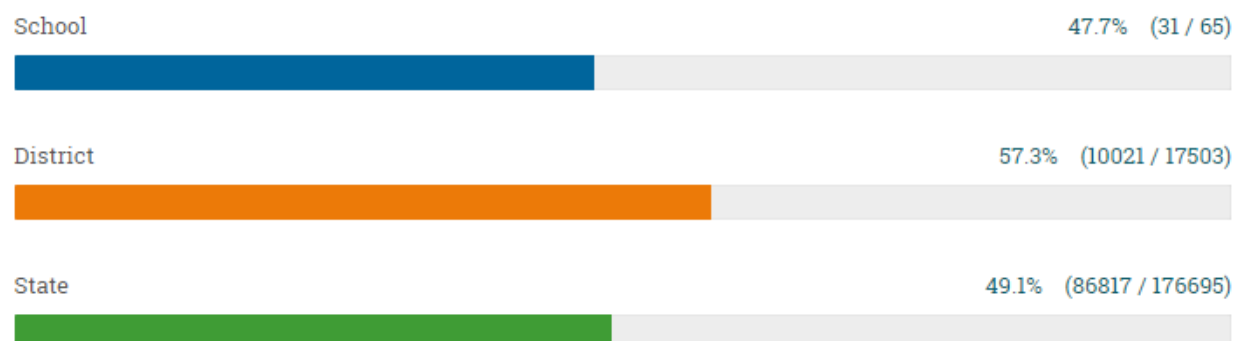
#### 5<sup>th</sup> Grade

- 22.9% Did not meet expectations
- 30% Approached expectations
- 21.4% Met expectations
- 25.7% Exceeded expectations



### **SCPASS Science 2018-2019**

#### Science - Percent Met or Exceeding



#### Based on 2018-2019 SCPASS Science:

4th Grade had 47.7% Met or Exemplary on the 2018-2019 SCPASS Science and

As a school, our 4<sup>th</sup> Graders had:

- 25.4% Did not meet expectations
- 29.9% Approached expectations
- 23.9% Met expectations
- 20.9% Exceeded expectations

### **Schools Like Ours Comparison 2018-2019 SCPASS Data**

The state compares schools with similar poverty indexes to show how we compare with other schools like ours. When Slater-Marietta is compared with schools around the state, we perform higher in the exemplary range.

When comparing Slater-Marietta to schools with similar socio-economic make-up it performs higher in ELA and Math. Of particular interest is that the content area that trends lower for similar schools also trends lower for Slater-Marietta. While Writing has increased further attention must be directed at Writing along with Science and Social Studies. Even though Slater-Marietta performs comparable to similar schools in the three content areas, it does trend below the district performance outcomes. For this reason the areas of Writing, Science and Social Studies should be addressed further in the needs assessment.

### **Teacher and Administration Quality**

Based on our data, we have considered what direction we need at our school in order to accomplish meeting the demands of the school and district priority initiatives.

1. Offer more individualized professional development sessions and mentoring that is focused on both district and school wide initiatives.
2. Increase the communication and collaboration among all staff throughout the school.
3. Expand professional resources, especially in the areas of educational research and best practice methods, for all staff to use.

### **Professional Development**

On-going professional development activities are aligned with the school goals. The Professional development calendar provides school staff with opportunities both to improve personal performance and to learn the new skills they need to reform the school culture and support the development of a true learning organization.

### **Approach**

As we reviewed areas in our program needing improvement, it was evident that our professional development efforts should have a common focus. Professional development opportunities are based upon the implementation of state standards, improvement in writing and Balanced Literacy instruction as well as to support our school goals.

Using the findings listed in previous sections of our portfolio, we decided on several strategies and activities that would help close the gap in student achievement.

# 2020-2021 PD Calendar

As a whole staff we have decided to “build and refine” on our existing programs this year. For some trainings, we will be using the station approach to provide different trainings in one PD session. We will also have days where you can choose a different tier of technology training to attend based on your mastery level.

Full Faculty Professional Development Faculty Council Committees  
Professional Development Technology Grade Level Meetings Greenwave Club  
Read 2 Succeed OnTrack/RTI

| DATE/TIME<br>& PORTAL<br>LINK  | PRESENTER       | TYPE OF<br>PD/Agendas  | FOCUS             |
|--------------------------------|-----------------|--|-------------------|
| SUMMER                         |                 |  |                   |
| AUGUST                         |                 |  |                   |
| August 13, 2020<br>(Tech)      | Jenna key       | Introduction to<br>Google Classroom and<br>Lesson Planet   | Technology        |
| August 13, 2020                | Key and Stanton | MAPGrowth STC<br>Training  | Technology        |
| August 28, 2020                | Key and Nix     | New Teacher Support<br>LessonPlanet, Google<br>Classroom,<br>Attendance, Daily<br>Schedules, Guided<br>Reading | Greenwave<br>Club |
| SEPTEMBER                      |                 |  |                   |
| September 1, 2020<br>2:45-3:45 | Stanton         | SIC Meeting  | SIC/PTA           |

|  |                            |   |                    |
|--|----------------------------|---|--------------------|
| September 2, 2020<br>2:45-4:45<br><a href="#">PD Portal Link</a> | Krinock<br>Full Faculty PD | Second Steps Social<br>Emotional Training<br><a href="#">Google Slide</a> ; <a href="#">Agenda</a>          | Full Faculty       |
| September 9, 2020<br>2:45-3:45                                   | Stacey Campbell            | ActivPanel Training<br>Google Slide, <a href="#">Agenda</a>   | Technology         |
| September 15, 2020<br>6:00 - 7:30                                | Kristen Mullis             | PTA Meeting   | SIC/PTA            |
| Wednesday,<br>September 23                                       | Jenna Key                  | Greenwave Club<br>Google Drive Training,<br>Website Workshop,<br>ELA Planning                               | Greenwave<br>Club  |
| OCTOBER  |                            |   |                    |
| Wednesday, October<br>7<br>3:00-4:30                             | Leadership Team            | School Goals, SLO<br>Workshop, United<br>Way, YouTube<br>Permission<br>Google Slide; <a href="#">Agenda</a> | Full Faculty       |
| Tuesday, October 13<br>3:00 - 4:00                               | Katie Dell'Oso             | Gizmo Training<br>3rd-5th Grade<br><a href="#">Agenda</a>   | Technology         |
| Tuesday, October 13<br>8:15-9:00                                 | Key & Nix                  | Benchmarking 101,<br>Concepts of Print<br>Agenda  | Greenwave<br>Club  |
| Wednesday, October<br>19<br>2:45-3:45                            | Candi Stanton<br>Jenna Key | CogAT & IOWA<br>Training 2nd Grade<br><a href="#">Agenda</a> , <a href="#">Presentation</a>                 |                    |
| Wednesday, October<br>21   | Leadership Team            | <a href="#">Agenda</a>  | Faculty<br>Council |
| Tuesday, October 27<br>2:45-3:45                                 | Kristin Krinock            | Loom and Calendly<br>Tech Credit  |                    |

| NOVEMBER  |                                  |  |  |
|---|----------------------------------|--|--|
| November 10<br>3:15-4:15                            | -                                | Tech Tuesday<br>iXL and RAZ Kids<br>(possibly)   | Technology                               |
| November 12<br>9:00-10:00                           | Stanton, Sutton                  | OnTrack  | Student Intervention                     |
| November 19<br>3:00 - 4:00                          | Key<br>Greenwave Club            | MasteryConnect Data<br>Analysis and Printing<br>How to Print<br>MasteryConnect Data<br>Instructions<br>Slater<br>MasteryConnect<br>Presentation<br><a href="#">MasteryConnect Help</a> | New Teacher<br>Support                   |
| November 18<br>3:15-4:15                            | Leadership Team                  | Faculty Council<br><a href="#">Agenda</a>  | Team<br>Planning                         |
| November 23<br>(Could Change)<br>Related Arts Times | Key<br>2nd-5th Grade<br>Teachers | eLearning Updates<br>and Report Card<br>Names<br><a href="#">Agenda</a>  | Grade Level<br>Teams<br>Data<br>Analysis |
| DECEMBER  |                                  |  |  |
| December 2<br>3:15-4:15                             | Leadership Team                  | Faculty Council<br>Agenda  | Team<br>Planning                         |
| December 10   | Stanton, Sutton                  | OnTrack  | Student<br>Intervention                  |
| December 9  | Coach's Corner                   | Te21 Data Dive<br><a href="#">Agenda</a>   | Jenna Key                                |



| JANUARY                                       |                    |  |                         |
|---|--------------------|--|-------------------------|
| January 6<br>3:15-4:15<br>PD Link to Portal   | Full Faculty PD    | Vision for 2021 -<br>Updates             | Leadership              |
| January 7<br>9:00-10:00                       | Stanton, Sutton    | OnTrack                                  | Student<br>Intervention |
| January 14                                    | Coach's Corner     | Te21 Data Dive<br><a href="#">Agenda</a> | Jenna Key               |
| January 20<br>3:15-4:15                       | Leadership Team    | Faculty Council                          | Team<br>Planning        |
| January 21                                    | Stanton, Sutton    | OnTrack                                  | Student<br>Intervention |
| FEBRUARY                                      |                    |  |                         |
| February 2<br>3:15-4:15                       |                    | Tech Tuesday                             |                         |
| February 10<br>3:15-4:15<br>PD Link to Portal | Full Faculty PD    |  |                         |
| February 11<br>9:00-10:00                     | Stanton, Sutton    | OnTrack                                  | Student<br>Intervention |
| February 17<br>3:15-4:15                      | Champlin<br>Agenda | Faculty Council                          | Team<br>Planning        |
| February 26<br>9:00-10:00                     | Stanton, Sutton    | OnTrack                                  | Student<br>Intervention |
| MARCH   |                    |  |                         |
| March 2<br>3:15-4:15                          |                    | Tech Tuesday                             |                         |

|  |                                  |   |  |
|--|----------------------------------|---|--|
| March 9<br>3:00 - 4:00                           | Key<br>Greenwave Club            | Mid Year SLO Work   | New Teacher<br>Support                   |
| March 10<br>3:15-4:15                            | Full Faculty PD                  |   |  |
| March 11,<br>9:00-10:00                          | Stanton, Sutton                  | OnTrack   | Student<br>Intervention                  |
| March 24   | Leadership Team                  | Faculty Council   | Team<br>Planning                         |
| APRIL  |                                  |   |  |
| April 8<br>3:15-4:15                             | Leadership Team                  | Faculty Council   | Team<br>Planning                         |
| April 8  | Stanton, Sutton                  | OnTrack   | Student<br>Intervention                  |
| April 7  | Full Faculty PD                  | Roster Creating<br>Meeting  |  |
| April 15   | Stanton, Sutton                  | OnTrack<br>*Last OnTrack<br>Meeting for the<br>School Year*                               | Student<br>Intervention                  |
| April 24<br>(could change)<br>Related Arts Times | Key<br>2nd-5th Grade<br>Teachers | Te.21 Spring Data<br>Dive   | Grade Level<br>Teams<br>Data<br>Analysis |
| April 28<br>3:15-4:15<br>PD Link to Portal       | Stanton<br>Full Faculty PD       | SCREADY and<br>SCPASS Training<br>(3rd-5th Grade<br>Teachers and other<br>required staff) |  |

| MAY                                      |                       |  |                        |
|--|-----------------------|--|------------------------|
| May 10<br>3:00 - 4:00                    | Key<br>Greenwave Club | Questions about Data<br>Analysis and Testing | New Teacher<br>Support |
| May 12<br>3:15-4:15<br>PD Link to Portal | Full Faculty PD       | End of Year<br>Procedures                    |                        |
| May 26<br>3:15-4:15                      | Champlin<br>Agenda    | Faculty Council                              | Team<br>Planning       |

**Common Formative Assessment Meeting Requirements- (Pre Assessment Meeting, Post Assessment Meeting, 10 Questions (at least 2 upper DOK level), Data for each stored in Google Team Drive)**

**1st grade:** October-November, November-January, January-February, February-March, March-April (5 total common formative)

**2nd-5th grade:** TE.21 Fall October, November-December, TE.21 Winter January, TE.21 Spring March, March-April (3 TE.21 as common formative and 2 team created common formative)

## School Climate Needs Assessment

### 2019-2020 SDE School Report Card:

Click for link to the 2019-2020 SC SDE School Report Card: [CLICK HERE](#)

### 2018-2019 Cognia Survey Results

Every year fifth grade students, fifth grade parents, and teachers take a state department survey. The results of the survey are published in the school report card. Below are the results of the three questions published annually from the survey.

#### Results of Teacher, Student, and Parent Opinion Surveys

|  | <a href="#">Teachers</a> | <a href="#">Students*</a> | <a href="#">Parents*</a> |
|--|--------------------------|---------------------------|--------------------------|
| Number of surveys returned                             | 14                       | 67                        | 26                       |
| Percent satisfied with learning environment            | 92.8%                    | 82.1%                     | 96.1%                    |
| Percent satisfied with social and physical environment | 85.7%                    | 82.1%                     | 92.3%                    |
| Percent satisfied with school-home relations           | 92.8%                    | 74.6%                     | 80.8%                    |

\*Only students at the highest school grade and their parents were included

**Impact of COVID-19:**

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

|  |
|--|
| <b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other |
|--|

|   |
|---|
| <b>PERFORMANCE GOAL 1:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 37% in 2016-17 to 47.98% in 2022-23. |
|---|

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by **1.83% annually**.

| <b>DATA SOURCE(s):</b>                          | <b>2016-17</b>   | <b>2017-18</b>                            | <b>2018-19</b> | <b>2019-20</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> |
|---|--|---|----------------|----------------|----------------|----------------|----------------|
| SC READY ELA SDE website and School Report Card | <b>37%</b> Meets Expectations and Exceeds Expectations (2016-17) | <b>School Projected Elementary 38.83%</b> | <b>49.7</b>    | <b>50.9</b>    | <b>52.1</b>    | <b>53.3</b>    | <b>54.5</b>    |
|   |  | <b>School Actual Elementary 38%</b>       | <b>48.4</b>    | <i>waiver</i>  |                |                |                |
| SC READY ELA SDE website and School Report Card | <b>49%</b> Meets Expectations and Exceeds Expectations (2016-17) | <b>District Projected Elementary 52</b>   | <b>52</b>      | <b>55</b>      | <b>58</b>      | <b>61</b>      | <b>64</b>      |
|   |  | <b>District Actual Elementary 52</b>      | <b>58</b>      | <i>waiver</i>  |                |                |                |

| ACTION PLAN FOR STRATEGY #1:  |  |  |                         |                | EVALUATION  |
|---|--|--|-------------------------|----------------|---|
| ACTIVITY  | TIMELINE<br>(Start and End Dates)                    | PERSON RESPONSIBLE                       | ESTIMATED COST          | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION  |
| <p>1. Focus: Performance Results<br/>Use <b>performance results</b> from school/district/state testing for instructional planning and to target student learning needs.</p> <p><b>School:</b> Benchmarks, Common Assessments<br/><b>District:</b> Rubicon-Atlas tests, Assessments for 4L/5K, Writing Prompts, Fountas and Pinnell levels, Te21 Math, Te21 ELA<br/><b>State:</b> SC READY ELA, SC READY Math, SCPASS Science, SCPASS Social Studies</p> | Yearly as data is available for district/state tests | Admin IC K-5 <sup>th</sup> SPED          | \$300 for copying costs | Local Funds    | <ul style="list-style-type: none"> <li>- Data trends tracked over time for district and state assessments</li> <li>- Fountas and Pinnell Baseline data</li> <li>- Differentiated Instructional Plan using Te21 as one resource</li> </ul> |
| <p>2. Focus: <b>Subgroups</b><br/>Disaggregate SC READY and SCPASS data by subgroups to identify any achievement gaps</p>   | Years as data is available                           | IC 3 <sup>rd</sup> -5 <sup>th</sup> SPED | \$50 for copying costs  | Local Funds    | Slater's Blueprint for Success to target subgroups scoring at lower performance levels  |

| ACTION PLAN FOR STRATEGY #1:  |                                   |                         |                           |                  | EVALUATION                         |
|---|-----------------------------------|-------------------------|---------------------------|------------------|------------------------------------|
| ACTIVITY  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE      | ESTIMATED COST            | FUNDING SOURCE   | INDICATORS OF IMPLEMENTATION       |
| 3. Focus: <b>Reading</b><br>Target reading fluency and comprehension skills | 2017-2018 to 2022-2023            | Admin<br>IC<br>Teachers | Leveled Reading materials | Based on Funding | Fountas and Pinnell Reading Levels |

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 2:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 40% in 2016-17 to 49.6% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 9.6% annually.

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|
|                 |         |         |         |         |         |         |         |

|  |  |                                   |       |        |       |     |       |
|--|--|-----------------------------------|-------|--------|-------|-----|-------|
| SC READY Math SDE website and School Report Card | 40 % Meets Expectations and Exceeds Expectations (2016-17) | School Projected Elementary 41.6% | 43.2% | 44.8%  | 46.4% | 48% | 49.6% |
|  |  | School Actual Elementary 49%      | 58.5% | waiver |       |     |       |
| SC READY Math SDE website and School Report Card | 54% Meets Expectations and Exceeds Expectations (2016-17)  | District Projected Elementary 57  | 62    | 64     | 66    | 68  | 69    |
|  |  | District Actual Elementary 60     | 63    | waiver |       |     |       |

| ACTION PLAN FOR STRATEGY #1:   |  |                                  |                         |                | EVALUATION                                       |
|--|--|----------------------------------|-------------------------|----------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End Dates)                    | PERSON RESPONSIBLE               | ESTIMATED COST          | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION                     |
| 1. Focus: Performance Results<br>Use <b>performance results</b> from school/district/state testing for | Yearly as data is available for district/state tests | Admin<br>IC<br>K-5 <sup>th</sup> | \$300 for copying costs | Local Funds    | - Data trends tracked over time for district and |



| ACTION PLAN FOR STRATEGY #1:  |                                   |  |                        |                | EVALUATION   |
|---|-----------------------------------|--|------------------------|----------------|--|
| ACTIVITY  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                             | ESTIMATED COST         | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION   |
| <p>instructional planning and to target student learning needs.</p> <p><b>School:</b> Benchmarks, Common Assessments</p> <p><b>District:</b> Rubicon-Atlas tests, Assessments for 4L/5K, Writing Prompts, Fountas and Pinnell levels, Te21 Math, Te21 ELA</p> <p><b>State:</b> SC READY ELA, SC READY Math, SCPASS Science, SCPASS Social Studies</p> |                                   | SPED   |                        |                | <p>state assessments</p> <ul style="list-style-type: none"> <li>- Fountas and Pinnell Baseline data</li> <li>- Differentiated Instructional Plan using Te21 as one resource</li> </ul> |
| <p>2. Focus: <b>Subgroups</b></p> <p>Disaggregate SC READY and SCPASS data by subgroups to identify any achievement gaps</p>  | Years as data is available        | IC<br>3 <sup>rd</sup> -5 <sup>th</sup><br>SPED | \$50 for copying costs | Local Funds    | Slater's Blueprint for Success to target subgroups scoring at lower performance levels   |
| <p>3. Focus: <b>Instructional Protocol</b></p> <p>Use the GCSD Instructional Protocol to guide instructional planning and delivery</p>  | 2017-2018 to 2022-2023            | Admin<br>IC<br>Teachers                        | \$0                    | NA             | Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional   |

| <b>ACTION PLAN FOR STRATEGY #1:</b> |  |                           |                       |                       | <b>EVALUATION</b>                   |
|-------------------------------------|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>                     | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
|                                     |  |                           |                       |                       | improvement, and sustainability.    |

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 3:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by **1.3% annually**.











| DATA SOURCE(s):                                   |  | 2017-18  | 2018-19      | 2019-20       | 2020-21      | 2021-22      | 2022-23      |
|---|--|--|--------------|---------------|--------------|--------------|--------------|
| SCPASS Science SDE website and School Report Card | Baseline will be established in 2017-18 Grade 4 only | <b>School Projected Elementary</b><br><b>46.3%</b> | <b>47.6%</b> | <b>48.9%</b>  | <b>50.2%</b> | <b>51.5%</b> | <b>52.8%</b> |
|   |  | <b>School Actual Elementary</b><br><b>52%</b>      | <b>47.7%</b> | <i>waiver</i> |              |              |              |
| SCPASS Science SDE website and School Report Card | Baseline will be established in 2017-18 Grade 4 only | <b>District Projected Elementary</b>               | <b>63</b>    | <b>66</b>     | <b>69</b>    | <b>72</b>    | <b>75</b>    |
|   |  | <b>District Actual Elementary</b><br><b>60</b>     | <b>64</b>    | <i>waiver</i> |              |              |              |

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |  |  |                       |                       | <b>EVALUATION</b>  |
|--|--|--|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>                                      | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>  |
| 1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data). | 2018-2023                                | Instructional Staff,<br>Administration,<br>Instructional Coach | \$0                   | NA                    | Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)      |
| 2. Implement Professional Learning Community support in schools  | 2018-2023                                | Instructional Staff,<br>Administration,<br>Instructional Coach | \$0                   | NA                    | Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds |
| 3. Provide strategy and content support for teachers   | 2018-2023                                | Instructional Staff,<br>Administration,<br>Instructional Coach | \$0                   | NA                    | District and school-based professional development offerings that provide best practice strategies and content to teachers     |

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 4:** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):                | 2016-17   | 2017-18   | 2018-19   | 2019-20   | 2020-21   | 2021-22   | 2022-23   |
|--------------------------------|---|---|---|---|---|---|---|
| SC READY ELA<br>SC SDE Website |  % Meets Expectations and Exceeds Expectations | <b>School Projected Hispanic</b><br>     |    |  |  |  |  |
| SC READY ELA<br>SC SDE Website |   | <b>School Actual Hispanic</b><br>      |  | <i>waiver</i>   |   |   |   |
| SC READY ELA<br>SC SDE Website | 33% Meets Expectations and Exceeds Expectations   | <b>District Projected Hispanic</b><br> | 36  | 39  | 42  | 45  | 48  |

|                                      |   |   |      |               |     |     |     |
|--------------------------------------|---|---|------|---------------|-----|-----|-----|
| SC READY<br>ELA<br>SC SDE<br>Website |   | <b>District<br/>Actual<br/>Hispanic</b><br>34 | 40   | <i>waiver</i> |     |     |     |
| SC READY<br>ELA<br>SC SDE<br>Website | x % Meets<br>Expectations and<br>Exceeds<br>Expectations  | <b>School<br/>Projected AA</b>                | N<20 | x             | x   | x   | x   |
| SC READY<br>ELA<br>SC SDE<br>Website |   | <b>School<br/>Actual AA</b><br>N<20           | N<20 | <i>waiver</i> |     |     |     |
| SC READY<br>ELA<br>SC SDE<br>Website | 22% Meets<br>Expectations and<br>Exceeds<br>Expectations  | <b>District<br/>Projected AA</b><br>25        | 25   | 28            | 31  | 34  | 37  |
| SC READY<br>ELA<br>SC SDE<br>Website |   | <b>District<br/>Actual AA</b><br>25           | 31   | <i>waiver</i> |     |     |     |
| SC READY<br>ELA<br>SC SDE<br>Website | 11 % Meets<br>Expectations and<br>Exceeds<br>Expectations | <b>School<br/>Projected<br/>SWD<br/>14%</b>   | 14%  | 17%           | 20% | 23% | 26% |
| SC READY<br>ELA<br>SC SDE<br>Website |   | <b>School<br/>Actual SWD</b><br>11%           | 6%   | <i>waiver</i> |     |     |     |

|                                      |   |   |      |               |    |    |    |
|--------------------------------------|---|---|------|---------------|----|----|----|
| SC READY<br>ELA<br>SC SDE<br>Website | 11% Meets<br>Expectations and<br>Exceeds<br>Expectations  | <b>District<br/>Projected<br/>SWD</b><br>14     | 14   | 17            | 20 | 23 | 26 |
| SC READY<br>ELA<br>SC SDE<br>Website |   | <b>District<br/>Actual SWD</b><br>12            | 21   | <i>waiver</i> |    |    |    |
| SC READY<br>ELA<br>SC SDE<br>Website | x % Meets<br>Expectations and<br>Exceeds<br>Expectations  | <b>School<br/>Projected<br/>LEP<br/>N&lt;20</b> | N<20 | N<20          | x  | x  | x  |
| SC READY<br>ELA<br>SC SDE<br>Website |   | <b>School<br/>Actual LEP<br/>N&lt;20</b>        | N<20 | <i>waiver</i> |    |    |    |
| SC READY<br>ELA<br>SC SDE<br>Website | 32% Meets<br>Expectations and<br>Exceeds<br>Expectations  | <b>District<br/>Projected<br/>LEP</b><br>35     | 35   | 38            | 41 | 44 | 47 |
| SC READY<br>ELA<br>SC SDE<br>Website |   | <b>District<br/>Actual LEP</b><br>33            | 44   | <i>waiver</i> |    |    |    |
| SC READY<br>ELA<br>SC SDE<br>Website | na % Meets<br>Expectations and<br>Exceeds<br>Expectations | <b>School<br/>Projected<br/>PIP</b>             | x    | x             | x  | x  | x  |

|                                       |  |  |      |               |    |    |    |
|---------------------------------------|--|--|------|---------------|----|----|----|
| SC READY<br>ELA<br>SC SDE<br>Website  |  | <b>School<br/>Actual PIP</b><br>Na               | 48%  | <i>waiver</i> |    |    |    |
| SC READY<br>ELA<br>SC SDE<br>Website  | 35% Meets<br>Expectations and<br>Exceeds<br>Expectations | <b>District<br/>Projected<br/>PIP</b><br>38      | 38   | 41            | 44 | 47 | 50 |
| SC READY<br>ELA<br>SC SDE<br>Website  |  | <b>District<br/>Actual PIP</b><br>33             | 45   | <i>waiver</i> |    |    |    |
| SC READY<br>Math<br>SC SDE<br>Website | x % Meets<br>Expectations and<br>Exceeds<br>Expectations | <b>School<br/>Projected<br/>Hispanic</b>         | N<20 | N<20          | x  | x  | x  |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>School<br/>Actual<br/>Hispanic</b>            | N<20 | <i>waiver</i> |    |    |    |
| SC READY<br>Math<br>SC SDE<br>Website | 36% Meets<br>Expectations and<br>Exceeds<br>Expectations | <b>District<br/>Projected<br/>Hispanic</b><br>39 | 39   | 42            | 45 | 48 | 51 |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>District<br/>Actual<br/>Hispanic</b><br>42    | 43   | <i>waiver</i> |    |    |    |



|                                       |   |   |      |               |     |     |     |
|---------------------------------------|---|---|------|---------------|-----|-----|-----|
| SC READY<br>Math<br>SC SDE<br>Website | x % Meets<br>Expectations and<br>Exceeds<br>Expectations  | <b>School<br/>Projected AA</b>              | N<20 | x             | x   | x   | x   |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>School<br/>Actual AA</b><br>N<20         | N<20 | <i>waiver</i> |     |     |     |
| SC READY<br>Math<br>SC SDE<br>Website | 24% Meets<br>Expectations and<br>Exceeds<br>Expectations  | <b>District<br/>Projected AA</b><br>27      | 27   | 30            | 33  | 36  | 39  |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>District<br/>Actual AA</b><br>28         | 30   | <i>waiver</i> |     |     |     |
| SC READY<br>Math<br>SC SDE<br>Website | 16 % Meets<br>Expectations and<br>Exceeds<br>Expectations | <b>School<br/>Projected<br/>SWD<br/>18%</b> | 18%  | 21%           | 24% | 27% | 30% |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>School<br/>Actual SWD</b><br>26%         | 10!  | <i>waiver</i> |     |     |     |
| SC READY<br>Math<br>SC SDE<br>Website | 15% Meets<br>Expectations and<br>Exceeds<br>Expectations  | <b>District<br/>Projected<br/>SWD</b><br>18 | 18   | 21            | 24  | 27  | 30  |

|                                       |   |  |                |                |           |           |           |
|---------------------------------------|---|--|----------------|----------------|-----------|-----------|-----------|
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>District<br/>Actual SWD</b><br><b>16</b>        | <b>20</b>      | <i>waiver</i>  |           |           |           |
| SC READY<br>Math<br>SC SDE<br>Website | N<20 % Meets<br>Expectations and<br>Exceeds<br>Expectations | <b>School<br/>Projected<br/>LEP</b>                | <b>N&lt;20</b> | <b>N&lt;20</b> | <b>x</b>  | <b>x</b>  | <b>x</b>  |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>School<br/>Actual LEP</b><br><b>N&lt;20</b>     | <b>N&lt;20</b> | <i>waiver</i>  |           |           |           |
| SC READY<br>Math<br>SC SDE<br>Website | 37% Meets<br>Expectations and<br>Exceeds<br>Expectations    | <b>District<br/>Projected<br/>LEP</b><br><b>40</b> | <b>40</b>      | <b>43</b>      | <b>46</b> | <b>49</b> | <b>52</b> |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>District<br/>Actual LEP</b><br><b>42</b>        | <b>46</b>      | <i>waiver</i>  |           |           |           |
| SC READY<br>Math<br>SC SDE<br>Website | NA % Meets<br>Expectations and<br>Exceeds<br>Expectations   | <b>School<br/>Projected<br/>PIP</b>                | <b>x</b>       | <b>x</b>       | <b>x</b>  | <b>x</b>  | <b>x</b>  |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>School<br/>Actual PIP</b><br><b>NA</b>          | <b>56%</b>     | <i>waiver</i>  |           |           |           |

|                                       |  |  |           |               |           |           |           |
|---------------------------------------|--|--|-----------|---------------|-----------|-----------|-----------|
| SC READY<br>Math<br>SC SDE<br>Website | 33% Meets<br>Expectations and<br>Exceeds<br>Expectations | <b>District<br/>Projected<br/>PIP</b><br><b>36</b> | <b>36</b> | <b>39</b>     | <b>42</b> | <b>45</b> | <b>48</b> |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>District<br/>Actual PIP</b><br><b>38</b>        | <b>43</b> | <i>waiver</i> |           |           |           |

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |   |   |                           |                           | <b>EVALUATION</b>  |
|--|---|---|---------------------------|---------------------------|--|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End<br>Dates) | <b>PERSON<br/>RESPONSIBLE</b>   | <b>ESTIMATED<br/>COST</b> | <b>FUNDING<br/>SOURCE</b> | <b>INDICATORS OF<br/>IMPLEMENTATION</b>  |
| 1. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support. | 2020-2023                                   | Leadership,<br>Guidance,<br>Program<br>Director,<br>Innovate<br>Coordinator,<br>A-Team<br>Coordinator | \$0                       | NA                        | Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team |
| 2. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.           | 2018-2020                                   | Leadership,<br>Guidance,<br>Program<br>Director,<br>Innovate<br>Coordinator,                          |                           |                           | Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team |

| ACTION PLAN FOR STRATEGY #1: |                                      |                       |                   |                   | EVALUATION                      |
|------------------------------|--------------------------------------|-----------------------|-------------------|-------------------|---------------------------------|
| ACTIVITY                     | TIMELINE<br>(Start and End<br>Dates) | PERSON<br>RESPONSIBLE | ESTIMATED<br>COST | FUNDING<br>SOURCE | INDICATORS OF<br>IMPLEMENTATION |
|                              |                                      | A-Team<br>Coordinator |                   |                   |                                 |

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 5:** Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):                                  |                             | 2017-18          | 2018-19                            | 2019-20   | 2020-21                        | 2021-22                        | 2022-23                        |
|--|-----------------------------|------------------|------------------------------------|---|--------------------------------|--------------------------------|--------------------------------|
| Fountas and Pinnell Kindergarten through Grade 5 | Criterion Reference Measure | School Projected |                                    | Kindergarten through Grade 5 =  | Kindergarten through Grade 5 = | Kindergarten through Grade 5 = | Kindergarten through Grade 5 = |
|  | Meets and Exceeds           | School Actual    | Kindergarten through Grade 5 = 46% | Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 |                                |                                |                                |
| FastBridge Kindergarten and Grade 1              | Norm Reference Measure      | School Projected |                                    | Kindergarten = Grade 1 =  | Kindergarten = Grade 1 =       | Kindergarten = Grade 1 =       | Kindergarten = Grade 1 =       |

|  |   |                               |   |  |  |   |   |
|--|---|-------------------------------|---|--|--|---|---|
|  | K5 criteria<br>41 or more<br>accurate sounds<br>per minute (40 <sup>th</sup><br>percentile)<br>Grade 1 criteria<br>71 or more | <b>School<br/>Actual</b>      | Kindergarten<br>= 36%<br>Grade 1 =<br>31% | <i>Data point not<br/>available due to<br/>state-wide school<br/>closures on<br/>March 17, 2020 -<br/>COVID-19</i> |  |   |   |
| MAP<br>Winter Reading  | % students with<br>Winter Reading<br>RIT at or above<br>criteria for<br>scoring Meets<br>Expectations or<br>Exceeds           | <b>School<br/>Projected</b>   |   | Grade 2 –<br>38% %<br>Grade 5 –33 %  | Grade 2 – 40%<br>Grade 5 – 35%   | Grade 2 – 42%<br>Grade 5 – 37%                    | Grade 2 – 44%<br>Grade 5 – 39%                    |
| South Carolina<br>MAP Linking<br>Study –<br>February 2018    | 2 <sup>nd</sup> grade<br>criteria<br>RIT = 190<br>64 <sup>th</sup> percentile<br>5 <sup>th</sup> grade<br>criteria            | <b>School<br/>Actual</b>      | Grade 2 – 21%<br>Grade 5 – 21%            | Grade 2 – 21%<br>Grade 5 – 21%   | Grade 2 – 20%<br>5 <sup>th</sup> grade data<br>point not<br>available -<br>School Board<br>decision to waive |   |   |
| Fountas and<br>Pinnell<br>Kindergarten<br>through Grade<br>5 | Criterion<br>Reference<br>Measure   | <b>District<br/>Projected</b> |   | K-5<br>71% or above  | K-5<br>73% or above  | K-5<br>75% or above                               | K-5<br>77% or above                               |
|  |   | <b>District<br/>Actual</b>    | K-5<br>69%                                | <i>Data point not<br/>available due to<br/>state-wide school<br/>closures on<br/>March 17, 2020 -<br/>COVID-19</i> |  |   |   |
| FastBridge<br>Kindergarten<br>and Grade 1                    | Norm<br>Reference<br>Measure  | <b>District<br/>Projected</b> |   | 5K – 52% or<br>above<br>Grade 1 – 57%<br>or above  | 5K – 54% or<br>above<br>Grade 1 – 59%<br>or above  | 5K – 56% or<br>above<br>Grade 1 – 61%<br>or above | 5K – 58% or<br>above<br>Grade 1 – 63%<br>or above |

|  |  |                               |                                |  |   |  |  |
|--|--|-------------------------------|--------------------------------|--|---|--|--|
|  | K5 criteria<br>41 or more<br>accurate sounds<br>per minute (40 <sup>th</sup><br>percentile)<br>Grade 1 criteria<br>71 or more<br>accurately read<br>words per<br>minute<br>(40 <sup>th</sup> percentile)   | <b>District<br/>Actual</b>    | 5K – 50%<br>Grade 1 – 55%      | <i>Data point not<br/>available due to<br/>state-wide school<br/>closures on<br/>March 17, 2020 -<br/>COVID-19<br/>pandemic.</i> |   |  |  |
| MAP<br>Winter Reading  | % students with<br>Winter Reading<br>RIT at or above<br>criteria for<br>scoring Meets<br>Expectations or<br>Exceeds<br>Expectations on<br>SC READY   | <b>District<br/>Projected</b> |                                | Grade 2 – 36%<br>or above<br>Grade 5 – 32%<br>or above   | Grade 2 – 36%<br>or above<br>Grade 5 – 32%<br>or above  | Grade 2 – 36%<br>or above<br>Grade 5 – 32%<br>or above | Grade 2 – 36%<br>or above<br>Grade 5 – 32%<br>or above |
| South Carolina<br>MAP Linking<br>Study –<br>February 2018<br>and July 2020 | 2018<br>2 <sup>nd</sup> grade criteria<br>RIT = 190<br>64 <sup>th</sup> percentile<br>5 <sup>th</sup> grade criteria<br>RIT = 217<br>68 <sup>th</sup> percentile<br>2020<br>2 <sup>nd</sup> grade criteria<br>RIT = 188<br>72 <sup>nd</sup> percentile<br>5 <sup>th</sup> grade criteria<br>RIT = 227<br>65 <sup>th</sup> percentile | <b>District<br/>Actual</b>    | Grade 2 – 38%<br>Grade 5 – 39% | Grade 2 – 38%<br>Grade 5 – 41%   | Grade 2 – 37%<br>5 <sup>th</sup> grade data<br>point not<br>available -<br>School Board<br>decision to waive<br>5 <sup>th</sup> grade testing<br>due to Act 142<br>testing<br>requirements. |  |  |

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

| <b>ACTION PLAN FOR STRATEGY #1:</b>                  |   |                               |                           |                           | <b>EVALUATION</b>                       |
|--|---|-------------------------------|---------------------------|---------------------------|---|
| <b>ACTIVITY</b>                                      | <b>TIMELINE</b><br>(Start and End<br>Dates) | <b>PERSON<br/>RESPONSIBLE</b> | <b>ESTIMATED<br/>COST</b> | <b>FUNDING<br/>SOURCE</b> | <b>INDICATORS OF<br/>IMPLEMENTATION</b> |
| 1. Coach teachers in<br>instructional best practices | 2018-2023                                   | Leadership,<br>Instructional  | \$2000                    | \$ 500<br>Local           | Consistent<br>implementation of         |

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |  |   |                       |                       | <b>EVALUATION</b>   |
|--|--|---|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>   | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>   |
| using the district coaching framework and through in-house training  |  | Coach, Literacy Specialists, Academics  |                       | Funds, General Funds  | coaching events during a coaching cycle with grade level teams and reflective practices   |
| 2. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning. | 2018-2023                                | Instructional Staff, Leadership, Instructional Coach, Literacy Specialists, Academics | \$0                   | NA                    | Documentation of ongoing instructional rounds including implications for instructional growth   |
| 3. Support comprehension and effective communication through intentional planning and authentic use of vocabulary                                      | 2018-2023                                | Instructional Staff, Leadership, Instructional Coach, Literacy Specialists, Academics | \$0                   | NA                    | Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds |
| 4. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The                   | 2020-21                                  | Director of Early Intervention and Student Support                                    |                       |                       | Waiver  |



| ACTION PLAN FOR STRATEGY #1:  |                                   |                    |                |                | EVALUATION                   |
|---|-----------------------------------|--------------------|----------------|----------------|------------------------------|
| ACTIVITY  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation. |                                   |                    |                |                |                              |

**Performance Goal Area:** ☐ Student Achievement\* ☒ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 1:** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| <b>DATA<br/>SOURCE(s):</b>        | <b>2017-18</b>  | <b>2018-19</b>                                   | <b>2019-20</b>  | <b>2020-21</b>   | <b>2021-22</b>   | <b>2022-23</b>   |
|-----------------------------------|---|--|---|--|--|--|
| Employment report                 | School Projected  |  |   | Gender Diversity =<br>Increase or Maintain<br>Ethnic Diversity =<br>Increase or Maintain | Gender Diversity =<br>Increase or Maintain<br>Ethnic Diversity =<br>Increase or Maintain | Gender Diversity =<br>Increase or Maintain<br>Ethnic Diversity =<br>Increase or Maintain |
| GCS Human Resources<br>Department | School Actual   |  | Gender Diversity<br>=yes/no<br>Ethnic Diversity =<br>yes/no |  |  |  |
| Employment report                 | District Projected  | Gender Diversity = 92%<br>Ethnic Diversity = 92% | Gender Diversity = 94%<br>Ethnic Diversity = 94%            | Gender Diversity = 96%<br>Ethnic Diversity = 96%   | Gender Diversity = 98%<br>Ethnic Diversity = 98%   | Gender Diversity =<br>100%<br>Ethnic Diversity = 100%                                    |
| GCS Human Resources<br>Department | District Actual<br>Gender Diversity = 99%<br>Ethnic Diversity = 90% | Gender Diversity = 96%<br>Ethnic Diversity = 91% | Gender Diversity = 99%<br>Ethnic Diversity = 96%            | Gender Diversity =<br>100%<br>Ethnic Diversity = 97%                                     |  |  |

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |  |                           |                       |                       | <b>EVALUATION</b>                                       |
|--|--|---------------------------|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                     |
| 1. Develop recruitment plans for positions where there is no or minimal diversity. | 2018-2023                                | Leadership                | \$0                   | NA                    | Diversity of candidates                                 |
| 2. Interview and hire quality candidates who are diverse.                          | 2018-2023                                | Leadership                | \$0                   | NA                    | Ongoing interviewing and hiring of qualified candidates |

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 1:** Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):                  | 2016-17 | 2017-18                         | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|---------|---------------------------------|---------|---------|---------|---------|---------|
| SC SDE School Report Card Survey | 95%     | School Projected Students       | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    |
|                                  |         | School Actual Students<br>92.3% | 95.3%   | waiver  |         |         |         |
| SC SDE School Report Card Survey | 95%     | School Projected Teachers       | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    | ≥ 90    |

|  |     |   |           |               |           |           |           |
|--|-----|---|-----------|---------------|-----------|-----------|-----------|
|  |     | <b>School<br/>Actual<br/>Teachers<br/>77.2%</b> | 92.8%     | <i>waiver</i> |           |           |           |
| SC SDE<br>School Report<br>Card Survey | 95% | <b>School<br/>Projected<br/>Parents</b>         | $\geq 90$ | $\geq 90$     | $\geq 90$ | $\geq 90$ | $\geq 90$ |
|  |     | <b>School<br/>Actual<br/>Parents<br/>86.6%</b>  | 96.1%     | <i>waiver</i> |           |           |           |
| SC SDE<br>School Report<br>Card Survey | 92  | <b>District<br/>Projected<br/>Students</b>      | $\geq 90$ | $\geq 90$     | $\geq 90$ | $\geq 90$ | $\geq 90$ |
|  |     | <b>District<br/>Actual<br/>Students<br/>86</b>  | 89        | <i>waiver</i> |           |           |           |
| SC SDE<br>School Report<br>Card Survey | 98  | <b>District<br/>Projected<br/>Teachers</b>      | $\geq 90$ | $\geq 90$     | $\geq 90$ | $\geq 90$ | $\geq 90$ |
|  |     | <b>District<br/>Actual<br/>Teachers<br/>97</b>  | 97        | <i>waiver</i> |           |           |           |

|  |    |                                     |      |        |      |      |      |
|--|----|-------------------------------------|------|--------|------|------|------|
| SC SDE<br>School Report<br>Card Survey | 91 | District<br>Projected<br>Parents    | ≥ 90 | ≥ 90   | ≥ 90 | ≥ 90 | ≥ 90 |
|  |    | District<br>Actual<br>Parents<br>88 | 89   | waiver |      |      |      |

| ACTION PLAN FOR STRATEGY #1:   |                                      |                       |                   |                   | EVALUATION   |
|--|--------------------------------------|-----------------------|-------------------|-------------------|--|
| ACTIVITY   | TIMELINE<br>(Start and End<br>Dates) | PERSON<br>RESPONSIBLE | ESTIMATED<br>COST | FUNDING<br>SOURCE | INDICATORS OF<br>IMPLEMENTATION                      |
| 1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at our location. | 2018-2023                            | Leadership            | \$0               | NA                | Newsletters, Social Media Posts, SIC and PTA Agendas |
| 2. Take a proactive approach by periodically pushing out information about the safety measures that we implement   | 2018-2023                            | Leadership            | \$0               | NA                | Safety stories on web, social media, etc.            |

| <b>ACTION PLAN FOR STRATEGY #1:</b>   |  |                           |                       |                       | <b>EVALUATION</b>                                     |
|---|--|---------------------------|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                   |
| 3.Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues | 2018-2023                                | All staff                 | \$0                   | NA                    | Information received from multiple stakeholder groups |

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 2:** The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

**PERFORMANCE GOAL 3:** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

| DATA SOURCE(s):      | 2016-17          | 2017-18            | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------|------------------|--------------------|---------|---------|---------|---------|---------|
|                      | (2016-17)<br>0   | School Projected   | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    |
| GCS Expulsion Report |                  | School Actual<br>0 | 0       | 0       |         |         |         |
|                      | (2016-17)<br>0.7 | District Projected | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    |



|                      |  |                        |     |     |  |  |  |
|----------------------|--|------------------------|-----|-----|--|--|--|
| GCS Expulsion Report |  | District Actual<br>0.8 | 1.5 | 0.9 |  |  |  |
|----------------------|--|------------------------|-----|-----|--|--|--|

Annual Expulsion Rate

| DATA SOURCE(s):      | 2016-17          | 2017-18                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------|------------------|------------------------|---------|---------|---------|---------|---------|
|                      | (2016-17)<br>0   | School Projected       | ≤ .07   | ≤ .07   | ≤ .07   | ≤ .07   | ≤ .07   |
| GCS Expulsion Report |                  | School Actual<br>0     | 0       | 0       |         |         |         |
|                      | (2016-17)<br>.04 | District Projected     | ≤ .07   | ≤ .07   | ≤ .07   | ≤ .07   | ≤ .07   |
| GCS Expulsion Report |                  | District Actual<br>.04 | .10     | .03     |         |         |         |

| ACTION PLAN FOR STRATEGY #1:   |                                   |   |                |                | EVALUATION  |
|--|-----------------------------------|---|----------------|----------------|---|
| ACTIVITY   | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE                        | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION                                  |
| 1. Consistently monitor behavior trends  | 2018-2023                         | Teacher<br>Admin team<br>Social Worker    | \$0            | NA             | IMS Reports<br>Review of behavior policies                    |
| 2. Establish protocol for personal (via email, phone calls) contact to students' parents     | 2018-2023                         | Admin team<br>Teacher<br>Attendance Clerk | \$0            | NA             | Documented contacts   |
| 3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students | 2018-2023                         | Attendance Clerk<br>Admin team            | \$0            | NA             | Students are identified and appropriate supports are assigned |

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 4:** The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the Cognia Culture and Climate Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| <b>DATA SOURCE(s):</b>                  |                                 | <b>2017-18</b>               | <b>2018–19</b> | <b>2019–20</b> | <b>2020–21</b>  | <b>2021–22</b> | <b>2022–23</b> |
|---|---------------------------------|------------------------------|----------------|----------------|---|----------------|----------------|
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | <b>School Projected</b>      | 89             | 90             | 90  | 90             | 90             |
|   |                                 | <b>School Actual</b><br>88   | 88             | 90             | Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic. |                |                |
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | <b>District Projected</b>    | 90             | 90             | 90  | 90             | 90             |
|   |                                 | <b>District Actual</b><br>89 | 90             | 92             | Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic. |                |                |

| ACTION PLAN FOR STRATEGY #1:  |                                   |                      |                |                | EVALUATION  |
|---|-----------------------------------|----------------------|----------------|----------------|---|
| ACTIVITY  | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE   | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION  |
| 1. Expand mentoring program for students  | 2018-2023                         | Guidance, Leadership | TBD            | Local          | Students assigned to an adult at the school, , Innovate roster              |
| 2. Enhance professional development to increase staff awareness and understanding of community being served | 2018-2023                         | Leadership, Guidance | TBD            | Local          | Visit to community, use of community facilities for meetings, collaboration |
| 3. Establish protocols among all adults to communicate positively with students                             | 2018-2023                         | All Staff            | \$0            | NA             | Documentation of communicating protocol to staff                            |

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 5:** Achieve and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

| <b>DATA<br/>SOURCE(s):</b>                    | <b>AVERAGE<br/>BASELINE</b> | <b>2017-18</b>                      | <b>2018-19</b> | <b>2019-20</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> |
|---|-----------------------------|-------------------------------------|----------------|----------------|----------------|----------------|----------------|
|   | (2016-17)<br>95.3%          | <b>School<br/>Projected<br/>96%</b> | 96.8%          | 97%            | 97.3%          | 97.3%          | 97.3%          |
| 180 <sup>th</sup> day<br>Attendance<br>Report |                             | <b>School<br/>Actual<br/>94.59%</b> | 94.68%         | 96.34%         |                |                |                |
|   | (2016-17)<br>95             | <b>District<br/>Projected</b>       | 95             | 95             | 95             | 95             | 95             |
| 180 <sup>th</sup> day<br>Attendance<br>Report |                             | <b>District<br/>Actual<br/>95</b>   | 95             | 96             |                |                |                |

| <b>ACTION PLAN FOR STRATEGY #1:</b>  |  |   |                       |                       | <b>EVALUATION</b>   |
|--|--|---|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>                       | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                           |
| 1. Consistently monitor attendance trends  | 2018-2023                                | Attendance Clerk<br>Admin team<br>Social Worker | \$0                   | NA                    | Attendance reports<br>Review of attendance policies           |
| 2. Establish protocol for personal (via email, phone calls) contact to absent students       | 2018-2023                                | Admin team<br>Teacher<br>Attendance Clerk       | \$0                   | NA                    | Documented contacts   |
| 3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students | 2018-2023                                | Attendance Clerk<br>Admin team                  | \$0                   | NA                    | Students are identified and appropriate supports are assigned |

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 6:** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s):                         |                                 | 2017-18   | 2018-19                                    | 2019-20                                   | 2020-21   | 2021-22                               | 2022-23                               |
|---|---------------------------------|---|--|---|---|---------------------------------------|---------------------------------------|
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | School Projected  | Afraid ≤ x<br>Lonely ≤ x<br>Angry ≤ x      | Afraid ≤ x<br>Lonely ≤ x<br>Angry ≤ x     | Afraid ≤ x<br>Lonely ≤ x<br>Angry ≤ x   | Afraid ≤ x<br>Lonely ≤ x<br>Angry ≤ x | Afraid ≤ x<br>Lonely ≤ x<br>Angry ≤ x |
|   |                                 | School Actual<br>Afraid – 9%<br>Lonely – 6%<br>Angry – 7% | Afraid – 6%<br>Lonely – 12%<br>Angry – 12% | Afraid – 6%<br>Lonely – 12%<br>Angry – 9% | Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic. | Afraid ≤<br>Lonely ≤<br>Angry ≤       | Afraid ≤<br>Lonely ≤<br>Angry ≤       |
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | District Projected  | Afraid ≤ 5<br>Lonely ≤ 9<br>Angry ≤ 7      | Afraid ≤ 5<br>Lonely ≤ 9<br>Angry ≤ 7     | Afraid ≤ 5<br>Lonely ≤ 8<br>Angry ≤ 6   | Afraid ≤ 5<br>Lonely ≤ 8<br>Angry ≤ 6 | Afraid ≤ 5<br>Lonely ≤ 7<br>Angry ≤ 5 |

|  |  |   |   |   |  |                                 |                                 |
|--|--|---|---|---|--|---------------------------------|---------------------------------|
|  |  | District<br>Actual<br>Afraid – 5%<br>Lonely – 10%<br>Angry – 8% | Afraid – 5%<br>Lonely – 10%<br>Angry – 8% | Afraid – 5%<br>Lonely – 10%<br>Angry – 7% | <i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i> | Afraid ≤<br>Lonely ≤<br>Angry ≤ | Afraid ≤<br>Lonely ≤<br>Angry ≤ |
|--|--|---|---|---|--|---------------------------------|---------------------------------|

| ACTION PLAN FOR STRATEGY #1: |                                   |                    |                |                | EVALUATION                   |
|------------------------------|-----------------------------------|--------------------|----------------|----------------|------------------------------|
| ACTIVITY                     | TIMELINE<br>(Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1.                           |                                   |                    |                |                |                              |
| 2.                           |                                   |                    |                |                |                              |
| 3.                           |                                   |                    |                |                |                              |